

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center Grants Administration </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2016 MAR 24 AM 11:16 </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Los Fresnos CISD	031-906		N/A	
Vendor ID #	ESC Region #			DUNS #
74-6001641	01			069448736
Mailing address		City	State	ZIP Code
P. O. Box 309		Los Fresnos	TX	78566
Primary Contact				
First name	M.I.	Last name	Title	
Gonzalo		Salazar	Superintendent	
Telephone #	Email address		FAX #	
(956) 254-5000	gsalazar@lfcisd.net		(956) 233-9761	
Secondary Contact				
First name	M.I.	Last name	Title	
Ada		Amaro	Executive Director	
Telephone #	Email address		FAX #	
(956) 254-5014	aamaro@lfcisd.net		(956) 233-9761	
Part 2: Certification and Incorporation				

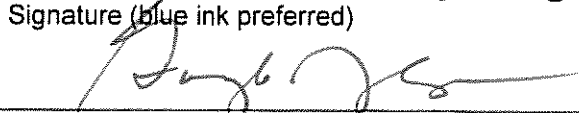
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gonzalo		Salazar	Superintendent
Telephone #		Email address	FAX #
(956) 254-5000		gsalazar@lfcisd.net	(956) 233-9761

Signature (blue ink preferred)

Date signed



3/11/2016

Only the legally responsible party may sign this application.

701-16-102-005

Schedule #1—General Information (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Through the proposed Los Fresnos CISD 21st CCLC Program, the district has selected activities focused on **high quality academic, youth development, and family enrichment** that will help reduce the district's long-term at-risk population and drop-out rate. The program will provide a variety of resources to a minimum of 486 students (25% of the targeted campus' enrollment) and 72 (15%) members of their families within the community of Los Fresnos, Texas, which has an approximate population of 5,542 and a total enrollment of 10,806. The district is the second largest district in the State of Texas in land area, most of which is made up of rural terrain, with a total of 465 square miles. The City of Los Fresnos is located in the southernmost tip of Texas, approximately 18 miles from the nearest Metropolitan Service Area of Brownsville, Texas and 20 miles from the border of Mexico. Based on the geographic location of the district and the high percentage (78.2%) of Economically Disadvantaged students, the District-wide Educational Improvement Council (DEIC), who's role is to establish and review the district and campus' educational plans, goals, performance objectives, and major instructional programs, met with district board members, district and campus administrators, and key stakeholders to review the needs assessment; thus, determining a great need for extended learning opportunities. The primary goal of the 21st CCLC will be to address the greatest need assessed which includes the lack of STAAR readiness for Special Education students and the excessive number (2,943) of disciplinary referrals reported during the 2014-2015 academic school year, as well as, developing college and career ready graduates.

To that note, Los Fresnos CISD is committed to developing socially responsible lifelong learners. It is the district's goal to provide an array of extended learning opportunities to continuously uphold the district's mission to include:

Youth Leadership Academy - As the district works on developing leaders in our community, each campus will establish a Youth Leadership (YOU Lead) Academy which will focus on developing character skills such as self-advocacy, honesty, respect, and confidence. Building ambassadors will promote positive interpersonal communication and job skills that contribute to community progress.

Art and Music Academy - The goal will be to increase attention and focus, self-confidence, improve language abilities, and strengthen emotional resilience (the capacity to recover quickly from difficulties).

Dance Academy - Dance will involve activities that promote brain stimulation, coordination, and physical fitness in all students. In addition, learning opportunities will enrich and improve cognitive and affective attributes.

Academic Enrichment Academy - Campuses will provide POWER HOUR as an integral part of its after-school tutorial activities to students in need of academic achievement. By providing students supervised assistance with homework, the participating campuses will assist families who experience a language barrier and may have difficulties by providing students supervised assistance with homework.

Additional proposed activities will include a focus on horticulture, farming and ranching (community's resource), gardening, landscaping, recreational activities, and sport clinics.

DEMOGRAPHICS: The proposed program is appropriate to and will successfully address the needs of the target population (8 pts.). The Los Fresnos CISD (LFCISD) administrators, DEIC, and key stakeholders assessed the community and reviewed data in order to identify the fundamental issues and determine whether a need existed for the 21st Community Learning Centers. In order to solicit input from community stakeholders, a Public Notice was placed on the 03/07/2016 board meeting agenda to discuss and consider the submission of the 21st CCLC application. The community and district assessment results are as follows:

ACADEMIC AREAS OF WEAKNESS

	Economically Disadvantaged	English Language Learners (ELLs)	College-Ready Graduates	College and Career Ready Graduates	
District	78.2%	22.2%	45%	64.3%	
State	58.8%	18.2%	54%	78.4%	
Special Education Population - Met Standards in STAAR					
	Reading	Math	Writing	Science	Social Studies
District	64%	71%	42%	75%	63%
State	77%	81%	72%	78%	78%

Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

BUDGET: In order to develop the proposed budget, the district reviewed the grant's goals. The district determined how many students and family members would be participating in the program and the amount of funds needed to provide appropriate equipment, supplies, staff, travel to attend the programs, and program management. The district also solicited input from the DEIC and key stakeholders through a public notice. The discussion and planning allowed the district to determine the amount of grant funds that would need to be requested in order to meet the defined goals of the application.

ASSESSMENT PROCESS: The District Educational Improvement Committee (DEIC) and its 29 members assume the role and responsibility to establish and review the district and campus' educational plans, goals, and performance objectives. This committee, along with administrators, school board members, and key stakeholders design the needs assessment process, determine its efficacy, and determine when and how the process needs to be updated or changed. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring that the results clearly identify the gaps and weaknesses of the district by soliciting participant feedback and monitoring progress on an on-going basis. Therefore, the proposed 21st CCLC Program will be adjusted as the DEIC deems appropriate. Prior to making any changes, the district will review all of the activities that are being implemented and their corresponding objectives. An integrated team of DEIC members and the 21st CCLC team will collaboratively ensure that feedback and program adjustments are conducted accordingly.

MANAGEMENT PLAN: The Project Director will oversee the 21st CCLC and be the individual that will coordinate the district grant activities according to state/federal regulations. This individual will be required to hold a minimum of a Bachelor's Degree. Their experience, skills, and competency will be necessary to ensure the program remains within budget, on schedule, and within scope. The Business Office Manager will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of 21st CCLC funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities.

EVALUATE METHODS: In order for the district to be able to monitor the attainment of the programs goals, strategies, and objectives, the district will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Program observations will also be conducted on a regular basis in order to provide the grant officials the opportunity to determine whether participants are finding the programs and activities engaging. Finally, the district will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/ teacher participation.

STATUTORY AND TEA REQUIREMENTS: Administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. Los Fresnos CISD's DEIC, administrators, board members, and stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

ON-GOING COMMITMENT:

In order to ensure that all project participants remain committed to the success of the project, the district has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant.

As noted in the attached letter signed by all district board members, the school board will assist district efforts in coordinating multiple federal and state programs and local funds to sustain the program over time. The district will invite the 21st CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

Application was organized and completed according to TEA grant instructions (5 points)

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-906	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$284,469		\$284,469
Schedule #8	Professional and Contracted Services (6200)	6200	\$329,227	\$6,000	\$335,227
Schedule #9	Supplies and Materials (6300)	6300	\$158,351		\$158,351
Schedule #10	Other Operating Costs (6400)	6400	\$117,575		\$117,575
Schedule #11	Capital Outlay (6600)	6600	\$0		\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes x No	
Total direct costs:			\$889,622	\$6,000	\$895,622
3.246% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$889,622	\$6,000	\$895,622

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$895,622
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$44,781

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

The costs reflected in the budget are appropriate for the results expected (7 pts.) The requested amount of **\$895,622** for the 21st CCLC project is reasonable, cost-effective, and adequate to support the project. The budget is reasonable when considering it will target **3** campuses, **486** students (25 % of the campus of the enrollment population), **72** adults (15% of the participating students' family members), **24** staff members, and **6** grant members.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 pts.) The district will meet all grant requirements and offer high-quality programming through each of the three grant components.

- **Grantee-Level Fixed Costs:** A total of **\$169,698** has been budgeted and is below the maximum TEA approved amount of \$170,000 for the grantee.
- **Center-Level Fixed Costs:** A total of **\$79,975** has been budgeted for each of the three (3) centers and the amount is below the maximum TEA approved amount of \$80,000 for each center.
- **Student Variable Costs:** A total of **\$1,000** has been budgeted for each of the 486 participants and the amount is aligned to the maximum TEA approved amount of \$1,000 per student.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031-906		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			
2 Educational aide			
3 Tutor			
Program Management and Administration			
4 Project director (required)	Contracted through Communities in Schools under 6200: Professional and Contracted Services		
5 Site coordinator (required)			
6 Family engagement specialist (required)			
7 Secretary/administrative assistant			
8 Data entry clerk			
9 Grant accountant/bookkeeper			
10 Evaluator/evaluation specialist			
Auxiliary			
11 Counselor			
12 Social worker			
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			
14 ESC coordinator/manager/supervisor			
15 ESC support staff			
16 ESC other			
17 ESC other			
18 ESC other			
Other Employee Positions			
19 Office Purchasing Clerk	1		\$28,350
20 Title			
21 Title			
22	Subtotal employee costs:		\$28,350
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		
24 6119	Professional staff extra-duty pay Teachers – 9 x \$25 x 492 hours = \$110,700 Physical Education Coaches – 3 x \$25 x 241 hours = \$18,075		\$128,775
25 6121	Support staff extra-duty pay Paraprofessionals – 12 x \$18 x 492 = \$106,272		\$106,272
26 6140	Employee benefits – \$263,397 x 8% = \$21,072		\$21,072
27 61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs		\$256,119
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$284,469

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031-906		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Dance Academy – Will provide the different disciplines of ballet, jazz, tap/Mexican folklorico and flamenco enriching the culture of the community.	\$14,999
2	Boys and Girls Club - Will provide student opportunities to integrate the Smart Moves Skills Mastery Curriculum focusing on student safety prevention, youth development, and an array of athletic activities.	\$7,500
3	Musical Academy - Will provide a Fine Arts Program exposing participants to a variety of instructional techniques and learning opportunities to musical instruments, music genres, and art.	\$15,000
4	Adult Continuing Education – Support and help to increase the participation of parents in the students' educational experience by providing community learning center opportunities for literacy and related educational development (resume writing, GED, ESL, and soft employment skills).	\$2,000
5	Communities in Schools (CIS) - Will provide the personnel needed to manage the daily operations of the program (1 Projector Director, 3 Site Coordinators, and 1 Family Engagement Specialist. The Community-Based Organization will also provide family access to economic resources and human services such as: ABE, ASE, ESL, and employment courses.	\$289,728
6	External Evaluator - Will be responsible for coordinating the collection and monitoring the quality/completeness of required federal and state data. The External Evaluator will ensure that the independent evaluation is submitted electronically to TEA and grant personnel, as well as, in hardcopy for the district administrators.	\$6,000
7		
8		
9		
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$335,227
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$335,227

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
	Laptops (6) - Will be utilized at individual sites by the Project Director (1), Administrative Assistant (1), Site Coordinators (3), and Family Engagement Specialist to complete program activities, collect data, and enter student enrollment.	\$9,000
	Printers (4) - Will be utilized at individual sites by the Project Director and FES (1), as well as, the Site Coordinators (3) to print letters, data, and reports.	\$1,600
	Tablets and/or Laptops (53) - Will be utilized by the participating adults in the parent computer labs.	\$26,500
	Student Supplies – Will allow for the purchase of manuals, books, board games, arts and crafts, project supplies, sports equipment, and musical instruments for student activities during the full 35 weeks of programming. <ul style="list-style-type: none"> Liberty Memorial Middle School = \$31,550 Lopez Riggins Elementary = \$31,550 Palmer Laakso Elementary = \$31,550 	\$94,650
	Parent Resource Room – Will allow for the purchase of manuals, books, instructional supplies and materials, etc. for adult activities during the full 35 weeks of programming.	\$15,000
	General Office Supplies - Miscellaneous supplies to be used by Project Director, Administrative Assistant (1), Site Coordinators, and Family Engagement Specialist to properly implement the 21 st CCLC Program. <ul style="list-style-type: none"> Grantee Level Costs = \$3,101 Center Level Costs = \$8,500 	\$11,601
Grand total:		\$158,351

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031-906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. Travel will be utilized for the national conference. The district will implement the Train-The-Trainer model and will rotate staff attendance.	\$2,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		\$2,000
Remaining 6400—Other operating costs that do not require specific approval:		
	Program Director and Family Engagement Specialist - Travel to required Texas Ace Meetings/Trainings including: kick-off meeting for the project director; two regional trainings for site coordinators and other staff as appropriate; annual Texas ACE Conference; additional meetings requested at the discretion of TEA; and other approved conference. Additional costs will include travel to each site by the Program Director and Family Engagement Specialist.	\$4,500
	Site Coordinators - Travel to required Texas ACE state and regional training, meetings, conferences and workshops.	\$11,075
	Student Transportation - Fuel costs associated with transportation from the 21 st CCLC centers to students' home and other program activities, as needed.	\$100,000
Grand total:		\$117,575

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			10,631	
Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	96%
Hispanic	10,257	96.5%	Annual dropout rate (Gr 9-12)	1.5%
White	305	2.9%	Students taking the ACT and/or SAT	66.3%
Asian	22	.2%	Average SAT score (number value, not a percentage)	1,280
Economically disadvantaged	8,317	78.2%	Average ACT score (number value, not a percentage)	18.3
Limited English proficient (LEP)	DNA	DNA	Students classified as "at risk" per Texas Education Code §29.081(d)	44.3%
Disciplinary placements	142	1.3%		

Comments

As indicated in the chart above, the district is a "high-need" district with **78.2% (8,317)** of its students which are Economically Disadvantaged when compared to 58.8% for the state.

Moreover, the district has a large Hispanic population of **96.5% (10,257)**, which is 44.5% higher than the state's average of 52%.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	.2%	No degree	3	.5%
Hispanic	528	81.4%	Bachelor's degree	476	73.4%
White	114	17.6%	Master's degree	165	25.4%
Asian	4	.6%	Doctorate	5	.8%
1-5 years exp.	128	19.8%	Avg. salary, 1-5 years exp.	\$42,150	N/A
6-10 years exp.	181	28%	Avg. salary, 6-10 years exp.	\$43,418	N/A
11-20 years exp.	185	28.5%	Avg. salary, 11-20 years exp.	\$47,062	N/A
Over 20 years exp.	132	20.3%	Avg. salary, over 20 years exp.	\$57,083	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. Only those being serviced.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	32	43	46	46	42	44	40	63	64	66	0	0	0	0	486
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	32	43	46	46	42	44	40	63	64	66	0	0	0	0	486

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OBJECTIVELY ASSESS THE NEEDS: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed is significant. (10 pts.) In preparation for the submission of the 21st CCLC, Cycle 9 grant, the district analyzed the needs of all the campuses. Elements of the needs assessment included the review of the instructional programs that are currently being utilized, the experience/capabilities of the school staff, and the infrastructure that is available for student and teacher use. As a result of this assessment, the following specific *needs* and *gaps* have been identified and strategies have been developed to address those needs.

COMMUNITY NEEDS ASSESSMENT

Need/Gaps (Pop. 25 and Over)	City	State	Need/Gaps (Pop. 18 and Under)	City	State
No High School Diploma	26.5%	17.9%	Violent Crime	239	30,579
Population Doesn't Speak English at Home	78.2%	34.9%	Rape	24	2,918
Families Falling Below Poverty	25.1%	13.7%	Robbery	76	10,270
Households (w/child under 18) Falling Below Poverty	41%	20.4%	Aggravated Assault	138	17,008

RESOURCES FOR THIS PROGRAM: The district also identified other out-of-school-time (OST) services available in the community, as well as gaps in services and the needs of students and families. Data sources utilized to identify the needs and gaps included stakeholder input, parent surveys, testimonials, PEIMS, District Improvement Plans, and Campus Improvement Plans. The district identified the following OST services that are currently offered to members of the community: Communities in Schools (CIS), Los Fresnos Police Department, Texas Workforce Solution Cameron, and the Boys and Girls Club. In an effort to support the community's initiatives, LFCISD will encourage the collaboration between all CBOs to successfully promote student success and parental engagement.

In addition, a district needs assessment was conducted to verify the need for the program. The district is a **high-need, high-poverty (Title I, School-wide)** district as identified by the percentage of Economically Disadvantaged Students.

ACADEMIC AREAS OF WEAKNESS

	Eco. Disadvantaged	ELLs	College-Ready Graduates	College and Career Ready Graduates	
District	78.2%	22.2%	45%	64.3%	
State	58.8%	18.2%	54%	78.4%	
	Reading	Math	Writing	Science	Social Studies
District	64%	71%	42%	75%	63%
State	77%	81%	72%	78%	78%

Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)

PRIORITIZING MULTIPLE NEEDS AND ALIGNING ACTIVITIES: Specific needs have been identified and strategies to address those needs have been described. (10 pts.) The District-wide Educational Improvement Council (DEIC), who's role is to establish and review the district and campus' educational plans, goals, performance objectives, and major instructional programs, met together with district board members, district and campus administrators, and key stakeholders to review the needs assessment; thus, determining a great need for extended learning opportunities.

During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. The following areas were identified as areas in need, identified in the district and campus improvement plans: **Community Partnerships** – The participating campuses have minimal community support in regards to encouraging student success. Local businesses and organizations must collaborate to form a collective safeguard that will provide academic, enrichment, personal growth, and college and career readiness opportunities. **Instructional Programs** – The campuses seek supplemental opportunities for students that targets academic support. Project-based learning academic curriculum is needed to enrich academic opportunities outside the regular classroom. **Infrastructure** – Studies indicate that technology-driven instruction serves as a catalyst for engaging at-risk youth. Therefore, the campuses will continue to seek interactive technology that will elicit student's engagement and increase motivation as a 21st century learner.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The district has a high percent of Special Education students who failed to meet the minimum academic standards in core subjects that have been set forth by the state. These gaps are depicted as follows: 64% Reading (State-77%), 71% Math (State-81%), 42% Writing (State-72%), 75% Science (State-78%), and 63% Social Studies (State-78%).	Academic Enrichment Activities will be provided at each campus by district staff. Based on a need assessment performed on each of the participants, students will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Writing, Science, and/or Social Studies.
2.	The district has a 7 th – 8 th grade dropout rate of .7% when compared to the state's average .5%.	Based on student needs, activities will be geared to decrease drop-out rates and improve promotion rates. Activities to address drop-out and promotion rates include but are not limited to: student career interest resources; personalized student portfolios; parent-teacher conferences; supplemental tutoring; remedial software; and credit recovery.
3.	During the 2014-2015 academic school year, the district recorded a total of 2,943 student discipline referrals ranging from violations of code of conduct to In-School Suspension.	The City of Los Fresnos and the Los Fresnos Police Department will provide the following activities designed to promote Restorative (Positive) Behavior including DARE (Substance Abuse Prevention Program), Eddie Eagle Program (Gun Safety Program), McGruff the Crime Dog (Crime Prevention Program), safety programs, recreational events, guest referrals, and field investigations. By providing these structured activities, the district will focus on promoting and reinforcing positive behaviors in participants. Furthermore, small PBIS incentives will be utilized to reward students for positive behavior and academic improvement.
4.	The district has established a need to provide supplemental instruction for students to utilize during the after-school activities. The district will provide in-kind resources, including the integration of technology, in order to support content knowledge. The district currently lacks the classroom time and teacher resources to adequately address the academic needs of the participants.	A variety of technology equipment and software will be provided through in-kind funds to conduct 21 st CCLC activities. The district will provide RtI software designed to increase participants' reading and math proficiency such as Reading Plus, Read 180, Compass Learning, Think Through Math, etc; The LFCISD teachers will provide participants' with hands-on STEM-related activities and manipulatives designed to increase students' engagement and participation. The newly acquired technology will be used to support and enhance the academic and enrichment activities to compliment the regular classroom environment.
5.	The area has 78.2% of the population that speak a language other than English compared to the state's average of 34.9%.	The district will partner with Workforce Solutions Cameron, Adult Continuing Education Consultant, and the LFCISD Parental Involvement Department to offer adult literacy, as well as, training, career counseling, and employment skills. The district seeks to connect student and parent activities to increase academic involvement and strengthen family experiences.

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Schedule #14—Management PlanCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Director	Desired Qualifications (5pts.): The Program Director must have a minimum of a Bachelor's Degree in Education or a related field. Experience: A minimum of three years of experience in an educational and/or social work setting, and in fiscal/budget management, data reporting, and management information system; Experience in supervisory of small to medium teams, as well as, be knowledgeable of local youth service organizations.
2.	Site Coordinator(s)	Desired Qualifications: The selected Site Coordinators must have a minimum of a Bachelor's Degree in education or a related field. Experience: A minimum of three years of experience working with at-risk children and families; experience in staff supervision; and be knowledgeable of community resources.
3.	Family Engagement Specialist	Desired Qualifications: A minimum of an Associate's Degree in education or a related field will be required for this position; however, a Bachelor's Degree is preferred. Experience: Preferred work experience includes working with at-risk children and families and coordinating multi-cultural events for a minimum of three years.
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Special Education Student's Academic Performance	1. One-on-one and group tutoring will be provided to help struggling students meet local and state objectives.	08/22/2016	05/18/2017
		2. Reading and Writing STAAR scores will increase by 5%.	08/22/2016	04/30/2017
		3. Math STAAR scores will increase by 3%.	08/22/2016	04/30/2017
		4. Social Studies STAAR scores will increase by 5%.	08/22/2016	04/30/2017
		5. Science STAAR scores will increase by 3%.	08/22/2016	04/30/2017
2.	Improve Attendance for Special Education Students	1. Special Ed. Student's attendance will increase by 2%.	09/01/2016	11/30/2016
		2. The district will design a plan to provide educational incentives to reward students who have regular attendance.	08/01/2016	08/31/2016
		3. Establish an on-going Truancy Prevention Program.	09/01/2016	10/17/2016
		4. Partner to provide informative sessions to parents.	09/01/2016	07/31/2017
3.	Promote Positive Student Behavior	1. Put into place a restorative (positive) student behavior initiative to encourage students to improve their behavior.	09/01/2016	10/15/2016
		2. Host 2 informative sessions on safety programs.	09/01/2016	07/31/2017
		3. Provide professional development training on PBIS initiatives.	08/22/2016	10/31/2016
4.	Increase Grade Promotion Rates	1. Partner with CIS to offer activities to improve promotion rates.	08/01/2016	07/31/2017
		2. Provide student tutoring for 1 hour at least 3 times a week.	08/22/2016	05/18/2017
		3. Provide students with homework assistance in Reading, Math, Science, Social Studies, and/or Writing.	08/22/2016	05/18/2017
5.	Increase Graduation Rates for Special Education Students	1. Maintain the district's Special Ed. graduation rate at 95.7%.	04/01/2017	05/31/2017
		2. Create students' graduation/college/career portfolios.	09/01/2016	05/31/2017
		3. Conduct at least one meeting for individual growth plans with students and parents.	09/15/2016	04/15/2017
		4. Participate in at least one district College Night event.	01/01/2017	04/01/2017

Objectives are clearly specified and measurable (4 pts.)

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program. (3 pts) In order to solicit feedback and continuously **monitor the attainment of goals and objectives**, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the programs each day and that data is entered into the 21st CCLC data system daily in order to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented. **The level of involvement and commitment to the program of all participants is sufficient to ensure the successful implementation. (4 pts)** **How the plan for attaining goals and objectives is adjusted.** The district will solicit feedback and monitor progress on an on-going basis. Information gathered from internal and external evaluation will be reviewed by the DEIC to assess the program's efficiency in meeting stated goals and measurable objectives. The program will be adjusted as the DEIC deems appropriate. Prior to making any changes, the district will review all of the activities that are being implemented and their corresponding objectives. An integrated team of DEIC members and the 21st CCLC team will collaboratively ensure that feedback and program adjustments are conducted accordingly. **How changes are communicated.** The district maintains close contact with all staff, teachers, students, parents, and members of the community. Any changes that may need to be made to the goals, objectives, or design of the program will be addressed with campus administration, Program Director and Site Coordinators. This will provide an open forum for changes to be discussed and stakeholders to provide feedback. Parents and students will be sent home with a notice in both English and Spanish that will inform them of any relevant changes. Staff and teachers will be provided notices via email and meetings; members of the community will be notified through school memos and district and campus website.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing or planned efforts that are similar or related to this proposal. Although Los Fresnos CISD currently offers after-school tutorials for its students, the participating campuses are challenged to provide a structured program that addresses students' specific barriers. The recent decrease in state and federal funding has made it difficult for the district to implement a program designed to provide after-school programming. However, the district will support the added costs that will be associated with the 21st CCLC Program (i.e. utilities, building use, maintenance, technology, etc.).

Coordinate efforts toward maximizing the effectiveness of grant and build sustainability. To ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

Build long-term support and commitment from partners. In order to ensure that all program participants remain committed to the success of the program the district has ensured that they have received buy-in from all participants, including management, administration, teachers, board members, parents, and partners. Throughout the term of the grant, the district will continue to meet quarterly with teachers, board, collaborators, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

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By TEA staff person:

Schedule #15—Project EvaluationCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Activities Attendance Logs	1.	Participants' attendance is consistent.
		2.	Attendance logs for all activities conducted are maintained and uploaded to the TX21st at a minimum of a weekly basis.
		3.	Activities are conducted on a regular basis.
2.	Participant and Staff Surveys	1.	Positive feedback on 21 st CCLC staff/student interaction.
		2.	Positive feedback on activities conducted.
		3.	Positive feedback on services and tools provided to 21 st CCLC staff.
3.	Student Academic Results	1.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.
		2.	Report cards, classwork, and benchmarks demonstrate progress in student learning.
		3.	State assessments indicate an incremental increase in overall student scores.
4.	School Day Attendance	1.	Increase in student attendance at the participating campuses.
		2.	Decrease in truancy at the participating campuses.
		3.	Consistency in participants' attendance.
5.	Promotion and Graduation Rates	1.	Decrease in student grade retention rates.
		2.	Increase in student graduation rates.
		3.	Increase in student achievement outcomes on standardized exams.

Methods of evaluation clearly relate to the intended results (3 pts.)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design includes processes for collecting data. (3 pts) Processes for collecting data that are included in the evaluation design. The district will conduct process evaluations in order to analyze the early development and actual implementation of the strategies, assessing whether strategies were implemented as planned, to determine the effects of the initiative on student outcomes, and the degree to which program objectives were accomplished. The Program Director, Site Coordinators, Family Engagement Specialist, External Evaluator, and PEIMS Coordinator will assist with the evaluation design and analysis of data. The External Evaluator will be contracted to track students' grades, attendance, behavior, parental involvement and other relevant issues to the after-school program and will meet with program staff to establish data collection methods and to assist with data analysis and program reports.

The methods of evaluation provide for examining the effectiveness of strategies. (2 pts) How will findings be used to refine, improve, and strengthen the program? By utilizing the ACE Assessment and results of surveys/questionnaires, the district can ensure that all targeted population needs, objectives, and milestones are reviewed consistently and areas of concerns are addressed. The ACE Assessment, along with surveys, observations, and data collected will allow the district, contracted consultants, and the external evaluator to determine whether the 21st CCLC is positively impacting the students and their parents. Areas of concerns will be discussed amongst administrators, the DEIC, program personnel, and parents to receive feedback. Additionally, results of the external evaluation will be also used to refine, improve, and strengthen the program to include performance measures used to assess program effectiveness in meeting the state goals and objectives. Any areas of the program requiring improvement will then be modified (strengthened) to meet the district, campus, and most importantly, students' needs; thus, ensuring program success.

Formative evaluation processes outlined in the application. (2 pts) How will findings be made available to the public? All findings will be available to the public upon request; however, participating students will also be sent home with a notice in both English and Spanish. Staff and teachers will be provided notices via email and meetings; members of the community will be notified through the school memos and district and campus website.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 pts.) The district has selected an array of activities designed to increase academic performance and attendance, improve behavior, and raise promotion and graduation rates. These activities include:

Academic Assistance: Tutoring opportunities will be provided as one of the key components to supplement the academic day instruction and at the same time, compliment the regular class environment. This will be completed through one-to-one instruction, small group settings, and specialized software. The regular class environment will be supported through the Reading Clubs, STEM activities, and project-based learning activities. It is our goal to support students and their families who experience a language barrier.

Youth Development Activities: The positive development of youth is a crucial component in the development of a well-rounded student. It's the district's goal to provide a Youth Leadership Academy (YOU Lead) to involve students in leading positive efforts to becoming leaders and ambassadors in the school and community. In addition to YOU Lead, the following activities will also be provided: Drug and Violence Prevention; Counseling Programs; Art and Music Programs; Recreation Programs; Horticulture; and Sports Clinics.

Positive Behavior: The district's discipline incidents (2,943 referrals) indicate the need for positive and restorative behavior activities to impact student development. Restorative techniques will focus on anger management, self-esteem, gang prevention, and substance abuse.

Parental Involvement and Family Literacy: The program will provide immediate family members of students participating in the program with services to support parental involvement, adult literacy and educational development services: English GED; Career Development; Employment Skills Training; Family Counseling; and Truancy Prevention Training.

Student Travel: All students will be required to remain in designated 21st CCLC areas. Students will be signed-in by Activity Facilitator (staff or CBO). Based upon the Participation Registration Form, students will be allowed to leave the program in the following manners: **Bus** – Student requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. The Site Coordinator will be in charge of signing each student out as they enter the bus. **Pick-up** – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released. **Walk Home** – District procedures do not allow elementary or middle school students to walk home; therefore, transportation will be available to all students. The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will utilize the Texas ACE branding outreach materials to disseminate information about the 21st Community Learning Centers. This will include flyers, brochures, recognition articles, and press releases. All literature will be printed in both English and Spanish in a manner that is understandable and accessible to all parents and residents. All information will also be disseminated during annual early campus registration and "Round-up" activities.

Moreover, flyers will be distributed to children for parents notifying them of the extended learning opportunities available. Flyers will also be posted at doctor's offices, churches, businesses, local post office, and local community organizations. The district will also host presentations for the Los Fresnos Chamber of Commerce.

In addition, information will be addressed through a combination of methods to include: district website, local newspapers, flyers sent home with students, school marquees, announcements, and/or project awareness provided by the local community-based partners.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IMPROVE CAMPUS AND STUDENT ACADEMIC ACHIEVEMENT: Tutorial services will help at-risk students who attend bottom quartile schools to meet state and local academic achievement standards in the core academic subjects. Academic activities, positive behavior activities, family and parental activities and youth development activities are all designed to reinforce and complement the regular academic program of the participants. The program will also offer students' families the opportunity for literacy and related educational development. These activities are to ensure that campuses and student academic achievement improve, as well as overall student success. The district has compiled the following list of activities that will be implemented at the learning centers: **Tutoring** – By providing tutoring for students outside the traditional school day, the district will be able to help students improve their school work habits. Tutoring will also help students improve achievement by building on the learning that takes place during the school day. The program will provide students with various tutoring methods. These include: **One-on-One** – Will provide highly individualized, one-on-one instruction to students, which proves to be highly successful in improving a student's performance; **Group** – Tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles; **Software** – Will provide differentiated instruction and intervention opportunities. Software programs offer self-paced learning that engages students and makes them feel comfortable practicing skills in an engaging environment similar to standardized tests. **Homework Assistance** – The district will provide Homework Assistance for students that are lacking the supervision, motivation and concentration required to properly complete their homework. By providing the students supervised assistance with homework, the district will assist families who experience a language barrier and may have difficulties providing student with homework assistance. **OVERALL STUDENT SUCCESS: Youth Development Activities** – By providing an array of creative activities such as a leadership academy, art, music, dance, recreation and cultural activities, the district will stimulate and motivate students, thus, improving participation and academic achievement. **Family and Parental Activities** – Family and parental activities; provide parents the means to play a more active role in the students' education. By having parents and students participating in recreational and academic activities, parents become full partners in the education of the student; thus, increasing parental involvement with students' academics.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordinate with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts). The district will utilize existing resources including: personnel not funded from grant; maintenance personnel; and **coordination** with other district/campus programs. The district will invite the 21st CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families. In addition, the existing school facilities and equipment will also be utilized for training teachers and partners.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided (3 pts). The campuses will **coordinate multiple federal and state programs and local funds** to enhance and supplement the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program. This acquired resource **coordinated** with Title 1 (high poverty) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle. The district's grant administrator will ensure that all services enhance, supplement, and enrich the regular classroom environment.

Most effective use of public resources: This program will be **cost-effective** because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, and staff will be utilized as in-kind. Furthermore, the proposed program is based on effective best practices which have proven success with similar student demographics and academic needs.

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Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives. (5 pts) In order to ensure that the activities are based on an **objective set of measures (5.1)** and meet the *Measures of Effectiveness* required for the program, Texas Academic Performance Reports, State of Texas Assessments of Academic Readiness Summary Reports, U.S. Census Reports, Criminal Activity reports, and PEIMS 425 Reports (school day referral/criminal report) were reviewed. Based on the information gathered, it was determined that the campuses were in need of programming that would increase academics, reinforce positive behaviors, decrease delinquency behaviors, improve family engagement, and increase the college and career readiness. Activities selected were researched to determine the validity of each activity and if **evidence-based research (5.2)** was available to support the ability to impact the campus' needs. For example, students will be provided with intensive small-group instruction or individual tutoring (activity), which have shown to be an effective approach to increase academic achievement (Durlak, Weissberg, & Pachan, 2010).

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts)

ACADEMIC ASSISTANCE: *Homework Assistance* - Studies of after-school programs that provide homework assistance have shown improvements in student motivation and work habits, which directly affect academic achievement (Cosden, Morrison, Albanese, and Macias 2001; James-Burdumy et al. 2005). *Tutoring* - Research conducted by the New Jersey Department of Education suggests that quality tutoring can benefit students in a number of ways. These include: 1) *Improving student work habits* - by building learning taking place during the school day, tutoring can help students improve planning, organizing and the way they approach learning, programs and assignments; 2) *Meeting specific student needs* - can offer students individual attention to help them learn in a more effective way such as a smaller group environment. A tutor also provides an additional academic interaction focused on the individual student; and 3) *Reducing non-productive or risky behaviors* - Tutoring offers students a safe, supportive environment after school and can help them make productive use of their time.

YOUTH DEVELOPMENT: According to the Academic Enrichment Project, 2006, youth development activities allow students time to relax, play, and improve interaction with peers; thus, contributing to positive outcomes such as confidence and an improved self-esteem. Academic aspects of recreational activities can be aligned to lessons learned in the areas of social skills, teamwork, leadership, competition, and discipline.

FAMILY AND PARENTAL SUPPORT: According to Karen Smith Conway, Science, News 2008 (*Family and Parental Activities*), "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial." Moreover, additional research exists that demonstrates the number of positive outcomes associated with parent engagement in their child's education (Jeynes, W. 2012). Studies show it improves students' academic performance, attendance and graduation rates; reduces dropout rates and at-risk behaviors such as alcohol and drug use; and positively impacts students' attitudes, behaviors and overall well-being (Duran, M., et. al. 2010). What's more, these benefits remain true for children and families regardless of household income, race or ethnicity (Henderson, A. and Mapp, K., 2002)

The summary of our plan to collect local data for continuous assessment and local program evaluation includes working closely with the Program Director, Site Coordinators, and Campus Advisory Committees to **collect local data (5.3)** and create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the program. Intentional aligned activities will be planned for each respective campus. The Site Coordinator will present planned activities to campus deans to ensure a correlation with the academic instructional focus. Data will be collected on: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of student use of resources; 3.) student progress towards academic and positive behavior; and 4.) degree of satisfaction with the program. Findings will be utilized to evaluate effective initiatives and identify areas of growth. Moreover, the Family Engagement Specialist will review all available data from the Program Director and Site Coordinators along with interviewing all program stakeholders to assist in the coordination of family engagement strategies across all centers.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

PARTNERSHIP BETWEEN LOCAL EDUCATIONAL AGENCY, COMMUNITY-BASED ORGANIZATIONS, AND OTHER PUBLIC OR PRIVATE ENTITIES: The district has solicited a diversity of stakeholders in the program design by including administrators, teachers, local community, and partnering with Community Based Organizations (CBOs) including Communities in Schools (CIS) and Boys and Girls Club (BGC) (**5 PRIORITY POINTS**).

The district established a collaborative partnership utilizing a four-component service model as follows:

Academic Assistance – Professional development training obtained through district staff development opportunities will assist with screening, progress monitoring, and the assessment of student achievement. The district will utilize in-kind software to further improve student academics including, but not limited to: **Reading Plus** – Will provide a web-based program serving students in grades 3 and up that transforms how, what, and why students read while broadening interests and building knowledge; **Read 180** – Will provide strategic reading intervention in three stages, each with unique, age-appropriate content for students in Grades 4th–8th; **Compass Learning** – Will provide a digital curriculum for Intervention and Blended Learning; and **Think Through Math** – Will provide live teacher support, unique student motivation, and engaging adaptive instruction in a web-based learning system that is proven to help students learn.

Youth Development Activities – The Boys and Girls Club (BGC) will provide activities that include art, music, and physical education. The BGC will also educate students on the importance of voluntarily managing or modifying food, nutrition and physical activity choices and behavior to maintain or improve health. Moreover, the City of Los Fresnos and the Los Fresnos Police Department will provide Drug Abuse Resistance Education (DARE), Eddie Eagle Program, McGruff the Crime Dog, conflict resolution counseling, safety programs, recreational events, guest referrals, and field investigations. Furthermore, Communities in Schools (CIS) will be an active partner to provide community-oriented services; thus, empowering students to stay in school and achieve in life. CIS's unique model includes three (3) major components: 1.) **A Site-Coordinator** - A Site Coordinator connects students and families with community partners and resources that address both academic and nonacademic needs; 2.) **Collaborative Efforts** - Site Coordinator works with the school staff and identifies students at risk of dropping out. He or she assesses the school and student needs and establishes relationships with local businesses, social service agencies, health care providers and volunteers; and 3.) **Integrated Services** - Site Coordinator works with volunteers, partners and the local community including First Baptist Church, Real Life Church, and the Ethel Whipple Library to provide students with the resources they need to succeed both inside and outside the classroom.

Restorative (Positive) Behavior – The district, in partnership with the Boys and Girls Club, will offer student opportunities to integrate the Smart Moves Skills Mastery Curriculum focusing on student safety prevention and youth development. Additionally, the Police Department will provide guest lecturers to discuss the merits of staying out of trouble and following school rules and regulations, as well as, informative sessions on safety programs available to families in the area. The Police Department will also discuss the merits of joining the force and qualifications needed to join. The district will also provide participating students with PBIS incentives. By establishing these partnerships and providing structured activities, the district and Boys and Girls Club will focus on promoting and reinforcing positive behaviors in participants.

Family Enrichment Activities – The district will hire a Family Engagement Specialist to work with district sites to determine participants' needs and establish relationships with local businesses, social service agencies, healthcare providers, and parent and volunteer organizations (Adult Advocates) to provide needed resources. Furthermore, the district will partner with Workforce Solutions Cameron, Adult Continuing Education Consultant, and the LFCISD Parental Involvement Department to offer adult literacy programs, as well as, training, career counseling, and employment skills. Workforce Solutions Cameron will also provide family access to economic resources and human services such as offering ABE, ESL, GED and employment courses.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district conducted a community needs assessment. The following chart includes the stakeholders involved, and specifically the needs and gaps that the community learning centers will address based on the findings:

STUDENTS

Community Needs	Resource (s) Available	Delivery of Services	Gaps and Lack of Resources/Campus	Stakeholders Involved
Academic	CIS, Counselors, Tutors, and District Educational Software	Case management, RtI, and tutoring	Below proficiency on all state assessments	Businesses, Administrators, Teachers, and Parents
Attendance	Counselors, City and County Law Enforcement, BGC, CIS, PBIS incentives, Truancy Officer, and Teachers	Case management, Parental involvement and informative sessions, self-esteem and character education trainings, and staff training	Low attendance rates	Staff from the Counseling Department, City and County Law Enforcement, BGC, CIS Public entities, and Administrators, Truancy Officer, Teachers, and Parents
Behavior			Low academic achievement	
Nutrition	AgriLife, BGC, LFCISD Cafeteria and Nutrition Departments	Training, workshops, nutritional and athletic activities	Lack of health related trainings and programs	Staff from the BGC, LFCISD Cafeteria and Nutrition Departments
Promotion Rates	Administrators, Teachers and Counselors	Trainings, workshops, tutoring, and credit recovery	High number of special population students	Staff from CBOs, Counseling staff, Administrators, Teachers, and Parents
Behavior	Restorative Practices	DARE, self-esteem, anger management, gang and drug prevention training	High Crime Rates	JJAEP, DAEP, Local Police Department, PEIMS, Region Center, Counselors, Teachers, and Parents

FAMILIES

Community Needs	Resources Available	Delivery of Services	Gaps and Lack of Resources	Stakeholders Involved
Academic	ABE/ESL/GED Providers	ABE/ESL/GED classes	Low literacy rates	Adult Education Providers Administrators, Teachers, and Parents
Nutrition	AgriLife and Family Engagement Specialist	Training, workshops, and nutritional activities	Lack of health related trainings and programs	Staff from the BGC, District Cafeteria and Nutrition Departments
Behavior	Truancy Officer and Family Engagement Specialist	DARE, self-esteem, anger management, gang and drug prevention training	High crime rates	JJAEP, DAEP, Local Police Department, ESC staff, Counselors, Administrators, Teachers, and Parents

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The district will use as a springboard the ACE Blueprint, 21st CCLC website, TEA website, and USDOE website supporting after-school activities that are research and evidence-based. Additionally, the district will utilize best practices that have proven to increase academic performance and student achievement.

Students will be provided an evidence-based career assessment to identify career paths and interest. To bridge their identified interest with careers, the district will partner with the University of Texas – Rio Grande Valley to provide career and college presentations, virtual tours, and college nights as an initiative to select their high school endorsements. This will provide students with a vision and opportunity to enroll in dual academic courses.

The district will also partner with Workforce Solutions Cameron utilizing evidenced-based and research-based practices approved from the Texas Workforce Commission to promote a workforce structure that provides tools to district parents with the opportunity to achieve economic well-being.

Moreover, partners and trainers that will be contracted for positive youth development and behavioral training will be expected to present research and evidence-based curriculum that supports best practices being recommended for integration at the participating campuses.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Los Fresnos CISD plans to train and utilize senior citizens (Adult Advocates) as volunteers in an effort to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. After retirement, some seniors want the ability to give back to their communities. Therefore, volunteers registered at senior citizen centers, local high schools, and parent/teacher organizations will be recruited to work with the students in all facets of the 21st CCLC activities.

The Community Learning Centers will offer senior citizens the opportunity to work with participants. Research indicates that senior citizens can take up dedicated volunteering at venues like schools and local community learning centers. The services and talents that they have to offer enhance the quality of interaction with the youth and other professionals. Typically, senior citizen volunteers enrich the environment with love, guidance, and self-esteem; thus, helping the exchange of expertise and quality assurance to any indoor or outdoor-bound activity.

In addition, the Site Coordinators will provide senior volunteers with a training session on tutoring. All senior volunteers and program staff will be provided a standard childcare handbook for working with participants, first aid training, and staff development opportunities. Moreover, the district will ensure that all volunteers that participate in the program will be fingerprinted and undergo a criminal background check in order to ensure the safety of all participants.

Furthermore, garnering support from volunteer parents and building strong community partnerships is key to setting up a 21st CCLC program that will be sustainable in the long run for several reasons. The district understands that after-school programs exist in response to the changing needs of American families, and; therefore, must remain continuously in-tune with family concerns. Also, the community as a whole has a serious stake in successful after-school programs, to reduce crime and other problems that arise when youth are unsupervised, and to help ensure that young people become responsible, contributing members of society.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

During the district board meeting, specific challenges the community faces concerning sustainability were addressed and how the community and board will support the school will assist local efforts to sustain the program over time. The board and its elected members confirmed their commitment to support and assist the district's efforts to sustain the 21st CCLC Program, as described in the written letter of support and board meeting agenda dated 03/07/2016 that is included with this proposal. **(10 PRIORITY POINTS)** The district will develop a broad range of strategies and resources that will be employed to secure critical fiscal and non-fiscal resources and ensure that the 21st Community Learning Centers will continue after grant funding ends. Although the success of various finance and sustainability strategies depends greatly on community characteristics, the following strategies depict the elements of success. The elements of success will serve as a resource for inspiring and financing ideas; providing the district administration sustainability strategies; and illustrating to local board members and Community Based Organizations (CBO's) how program leaders can tap various funding sources and employ different strategies for sustainability beyond 21st CCLC grant funding. Adequate funding will be vital to sustaining the program; therefore, public funding at the federal, state and local levels will be explored. In addition to financing strategies, the district staff will design and implement several complementary sustainability strategies that enhance their ability, not only to raise funds, but also to secure other non-fiscal resources critical to long-term success. These strategies include: **Maximizing In-Kind Resources** - In-kind resources, including volunteer, technical assistance, facilities, utilities, maintenance, administration, security, and equipment will help improve programming and reduce the cost of operation. Program staff will also collaborate with local senior volunteers to provide an enriched tutoring and mentoring program filling environment with love, guidance, and self-esteem; thus, the one-on-one situations will help the exchange of expertise and quality assurance to any indoor or outdoor-bound activity. **Building Community Support** - Support from a wide range of community organizations and stakeholder groups will enable the program to secure resources by building support among leaders in schools, businesses, and the community. Moreover, the program will benefit from strong program identity as it develops its base of support. To develop a strong identity, the district will create a clear vision of their work, state the impact intended, and become a unique resource in the community. The district will identify the most critical needs of students and families, locate and coordinate community resources, and dedicate volunteers and agencies to serve in partnership with the district such as: First Baptist Church, Real Life Church, Ethel Whipple Library, Los Fresnos Police Department and Chamber of Commerce, Tri-County Kids Care, and Workforce Solutions Cameron. **Sustainability Plan** - Develop a written sustainability plan that takes into account short/long-term needs, identifies challenges and obstacles, strategizes to garner needed resources, overcome challenges, and identifies and communicates with key partners. These strategies include:

Plan	Strategies	Resources	Stakeholders	Timeline
Building Community Support	Maximize Personnel, Facilities, and Equipment	Locate and coordinate community resources, dedicated volunteers, and agencies to serve in partnership with the district.	Program Director, Site Coordinators, Family Engagement Specialist, Parent Coordinator, CBOs, First Baptist Church, Real Life Church,, Senior Citizens, and Foundations	On-going
Sustainability Plan	Build Capacity	Develop a written sustainability plan to make better use of existing resources, maximizing federal, state, and local revenue, build additional public-private relationships, and generate newly dedicated revenues.	Program Director, Site Coordinators, District Board Members, Superintendent, Administrators, and Business Office Personnel	3 months from start of Program

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **031-906**

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stakeholder involvement methods will be used to identify, recruit, and structure the involvement of diverse stakeholders throughout the program. This method will help align the resources of stakeholders towards common goals and will be essential in adopting and implementing the program. The goal is to progressively transform stakeholders into partners that support and implement the plan.

The district has identified three methods for **continuous feedback and involvement from community stakeholders** which are listed below:

- **Recruit Stakeholders:** The district will recruit active community members who are highly vested in promoting student achievement and community progress. The continuous involvement of local stakeholders who live or work within our district and community is key. Additionally, educators who will participate in the program and are advocates for students will contribute to the academic progress of the program's goals for students.
- **Educate Stakeholders:** The district will educate stakeholders on key problem areas facing the community and their youth. Stakeholder will be presented with the program's proposed solutions, as well as, the important role that their organization will play in the process to meet the established objectives.
- **Refine Goals and Objectives:** Stakeholders will be invited to attend meetings to discuss goals and objectives and ensure the program is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The district will **engage a community advisory council** to ensure that the community stakeholders contribute to the following three areas:

- **Creating Program Awareness:** The 21st CCLC Programs succeed because of the willingness of individuals, corporations, and foundation entities to invest in the future of their youth. Groups are investing in their own future. Hence, the community stakeholders will be asked to play a key role in informing the public of the Community Learning Centers offered through the district. Community partners will be active spoke persons promoting to the public the benefits of the 21st CCLC Program.
- **Evaluating Program Effectiveness:** Community stakeholders will be encouraged to take part in surveys, focus groups, and interest inventories to be conducted by the contracted evaluator. Their view of the impact of the centers will be insightful in determining the success of the program and in refining or modifying program activities.
- **Sustainability:** In addition to supporting the growth of the program through outreach, all concerned parties will have a stake in sustaining the program. The district will create a sustainability to include the creation of a Handbook of Operating Procedures (HOOP). Sustainability reviews will also focus on managing risks or vulnerabilities that have the potential for causing program offerings to diminish, become restricted, or terminated altogether. This district will unite with community stakeholders that have a strong affiliation to the program. To ensure their continued support beyond program funding, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among program staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing tasks. (5 pts.) The district will establish a management plan that will ensure that all of the components adhere to the requirements set forth by TEA and provide high-quality programming for all participants. In addition, the management plan will ensure that the district is on track to meeting the set objectives and goals of the program. The management plan will include the following information:

- An outline of the program's objectives and goals;
- A list of actions to achieve the goals and objectives;
- Descriptions of the roles and time commitments of personnel and participants involved in the program, as well as, how these roles might change throughout the program;
- Procedures to recruit participants;
- Procedures to acquire and maintain technology equipment, software, and supplies;
- A timeline for various stages of the program; and
- A process to handle possible program modifications.

In addition, the district will outline the roles and responsibilities to include time commitment required of 21st CCLC personnel. It will also include the evaluation of each role throughout the program's timeline. An organizational chart will be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management. Additionally, the management plan will include the following:

Student Participation: The management plan will detail the procedures for participant selection, retention, and evaluation. This will include the processes for targeting at-risk students, as well as, efforts to recruit participants' families.

Collaborations: The planned collaborations with all CBOs will be described. Existing partnerships will be highlighted along with a detail of proposed services to be offered.

Communication: Maintaining **communication among program staff** is a critical part of any collaboration. Therefore, the management plan will describe the proper methods for communication, dates of scheduled meetings, and contact information for all key staff.

Acquisition and Maintenance of Technology Equipment, Software, and Supplies: The management plan will outline the proper procedures that need to be followed in order to purchase Equipment, Software, and Supplies. Information may include the following: How will equipment be acquired?; Who will oversee acquisition/maintenance?; Plan to train individuals on the use/maintenance of equipment; Who has access to the equipment?; and Where will equipment be housed?

On-Going Training And Support: All grant personnel will participate in district and grant-related trainings in order to meet grant compliance. Trainings include but are not limited to the following: 1) Key role personnel (e.g., Business Office Staff, Superintendent, And Grant Management Staff) will attend mandatory orientations. 2) Program Director and designated Site Coordinators will attend any required trainings, conferences, workshops, and meetings, to include the national and state conferences and other technical assistance trainings as requested by TEA; 3) Grant staff will be provided professional development trainings on grant requirements, the proper use of software and technology purchased through grant funds; and 4) Conference attendees will provide information to other 21st CCLC program staff (Train-the-Trainer Model) and incorporate relevant best practices into the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: **1** Center Name: **Lopez-Riggins Elementary****9 digit campus ID#****031-906-104****Distance to Fiscal Agent (Miles)****0.05****Grade Levels to be served (PK-12)****PK – 5th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	143
Number of Adults (parent/ legal guardians only) to be served:	21

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: **2** Center Name: **Palmer-Laakso Elementary****9 digit campus ID#****031-906-106****Distance to Fiscal Agent (Miles)****3.4****Grade Levels to be served (PK-12)****PK - 5th**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	134
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-906		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Liberty Memorial Middle School		
9 digit campus ID#	031-906-042	Distance to Fiscal Agent (Miles)	3.4
Grade Levels to be served (PK-12)	6th-8th		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			209
Number of Adults (parent/ legal guardians only) to be served:			31
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A	N/A	N/A
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: N/A		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name: N/A		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name: N/A		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name: N/A****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name: N/A****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name: N/A****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name: N/A****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts)

The district has a history of coordinating funds to better serve the needs of their children and families. Materials purchased through federal and state funds will be utilized to allow families to accelerate their instruction. The district will also maximize the following resources: 1) Title I Part A - Improving Basic Programs; 2) IDEA-B Special Education and Pre-school; 3) Title I, Part C,— Migrant; and 4) Title III, Part A – Limited English Proficiency. The Superintendent and the Business Office will ensure that state/local funds are not diverted from the campuses because of its acquisition of the 21st CCLC grant. If awarded, the program activities and services provided by these grant funds will be supplemental to existing federal, state, and local service activities and will not supplant existing programs.

Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. The participating campuses are considered school-wide, Title I eligible. Therefore, all NCLB and federal entitlement purchased materials, supplies, and equipment used during the day will be available to be utilized by 21st CCLC programming before, after-school, weekends, and/or during the summer. In addition, materials and facilities paid for through compensatory education funds will also be maximized for participants in the 21st CCLC Program.

Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program.

IDENTIFICATION: Students and families most in need will be identified from the selected Title I, Part A participating schools that serve a high percentage of low-income students and families. The selected campuses were identified as campuses in need of improvement. Additionally, input on student participation will be solicited from campus administration and/or teachers.

RECRUITMENT: The district will **recruit students who are most in need of academic assistance.** Special efforts will be made to ensure that students and adult family members who are recruited are able to attend a minimum of 45 days. The program will make every effort to recruit these individuals by distributing flyers notifying parents of the expanded learning opportunities. Flyers will be posted at doctor's offices, churches, local post office, businesses, and local community organizations. The Program Director and the Site Coordinators will meet with the Principal and Teachers of this participating school to present the program and request their assistance in encouraging parents to enroll their at-risk children. The Principals will send an introductory letter to the parents/guardian of each student. During early campus registration and "Round-up" activities, 21st CCLC staff will have an informational booth to depict the program's purpose, encourage student enrollment, answer parents' questions, and register students.

A completed registration form will include a parental signature which: Gives the student permission to participate; 2.) Documents the parent (s) commitment to ensure their child attends the after-school sessions; 3.) Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs; 4.) Documents the parent (s) commitment to participating in the family literacy and educational activities; and 5.) Indicates if parent (s) would like to volunteer during the after-school sessions.

The district will provide the following innovative and 21st century marketing and retention strategies: Electronic Newsletters and Marketing, Press Releases, 21st CCLC Program Website Development, Highlight Student Achievement, Social Media: YouTube, LinkedIn, Facebook, Twitter, Mobile Marketing, Post Parent Notifications and Invites on 21st CCLC webpage, and Postings online of student testimonials.

RETENTION: The plan for retaining students in the program will be implemented to enable students and families to remain in the program long enough to achieve their goals and/or make a successful grade level or course transition. The district will employ strategies that will include: assisting students in realistic goal setting, providing encouragement through a peer support network of participants, and providing recognition of student accomplishments and achievement. Other student and family retention measures include support services such as: student recognition, stakeholder surveys, testimonials, childcare services, flexible schedules, referrals for transportation, personal and career counseling, food, clothing, and utility assistance.

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Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **planned operating and staffing schedule** for each center is included below. The district has developed a consistent and dependable schedule of weekly activities for each of the centers. Each center will operate a minimum of 35 weeks per year. For the fall and spring term, the program will operate a minimum of 12 hours per week, four (4) days per week. The summer term will operate a minimum of six (6) hours per day, four (4) days per week, for six (6) weeks. During hours of operation, the district will contract teachers and support staff to oversee activities scheduled for each center focusing on Mathematics, Science, Social Studies, English Language Arts, and Reading educational enrichment activities. The campus schedules are listed below with different hours of operation per campus that better suits the requirements of their campus students. Regular students and adult family members will be required to attend the program as stated in the grant application. Regular students will be required to attend 45 days or more during the school year.

LOPEZ-RIGGINS ELEMENTARY	PALMER-LAAKSO ELEMENTARY	LIBERTY MEMORIAL MIDDLE SCHOOL
HOURS OF OPERATION - SPRING AND FALL		
Monday –Thursday 3:00 PM – 6:00 PM	Monday –Thursday 3:00 PM – 6:00 PM	Monday –Thursday 7:30 AM – 8:30 AM 4:00 PM – 6:00 PM
HOURS OF OPERATION - SUMMER		
Monday – Thursday 8:00 AM – 2:00 PM	Monday – Thursday 8:00 AM – 2:00 PM	Monday – Thursday 8:00 AM – 2:00 PM

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CENTER SAFETY FOR STUDENTS

The program will take place on the school campuses, which offers students safe and easily accessible facilities. The district will ensure that students travel safely from each center to home by providing qualified adult supervision. Each student participating in the program will be required to have a Parental Consent Form completed and signed by their parent/guardian, prior to joining any activities. The Parental Consent Form will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will be required to provide the name/relationship of any individual that will be allowed to pick-up the student. Proper identification will be required upon student pick-up.

All students participating in the 21st CCLC program will be required to remain in the designated area being utilized to provide program activities. Upon arriving students will be signed-in by the district staff or the organization providing activity. Based upon the Parental Consent Form, students will be allowed to leave the program in the following manners:

PRE-K THROUGH 8TH

Bus – Student requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. Site Coordinators will be in charge of signing each student out as they enter the bus.

Pick-up – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released.

Walk Home – District procedures do not allow elementary or middle school students to walk home; therefore, transportation will be available to all students.

The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and program requirements. (4 pts.)

All 21st CCLC activities were selected from the Texas ACE Blueprint and are aligned and support the TEKS regular day instruction and lessons. Moreover, partners and trainers were specifically selected in order to engage and provide interactive activities for students and families.

Academic assistance will be provided by district staff including teachers and paraprofessionals. Based on a need assessment performed, participants will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Science, Social Studies, and/or Writing during Power Hour with the Boys and Girls Club.

It is the district's goal to provide an academy to involve students in leading positive efforts to becoming leaders and ambassadors in their school and the community. Therefore, open opportunities for educational enrichment activities will be offered to include the Youth Leadership Academy (YOU Lead). In addition to the Leadership Academy, the program will include drug and violence prevention, a counseling program, an art and music program, a recreation program, horticulture, and sports clinics.

Music Academy: goal is to increase attention and focus, self-confidence, improve language abilities, and strengthen emotional resilience (the capacity to recover quickly from difficulties).

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 pts.) The district and campus administrators will ensure they understand the goals and objectives of the 21st CCLC grant in order to plan activities, track and monitor needs, and identify necessary professional development trainings that will be supplemental to current school day curriculum instruction. Specialized community partners will be recruited to address any outstanding needs. Instruments that will be utilized to determine academic needs will include: District Improvement Plan (DIP), Campus Improvement Plans (CIP), Individualized Education Plans (IEPs), Individualized Graduation Plans (IGPs), Public Education Information Management System (PEIMS), benchmarks, and grades.

Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Only evidence-based practices that address the local campus needs will be selected for each campus based on their identified weaknesses. Activities may include, but are not limited to:

Data-Driven Activities: The district will utilize 9-week's scores, attendance sheets, grades, benchmarks, and software reports as data sets to identify and target student needs and plan activities. Hence, based on annual results from the TEA 2014-2015 PEIMS, the district will select activities that best address the needs for each specific campus.

Scientifically Researched-Based Activities: Studies have been conducted that indicate that after-school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Impact in students can be seen for each of the following age groups:

- **Young Youth** – Benefit with social skills development and improved academic skills. This leads to improved conflict management and better school attendance rates.
- **Middle-School Youth** – Increase participation in school, attentive in class and are less likely to be involved in violent behavior at school. Increased self-esteem and self-worth.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school.

The participating campuses will provide adaptable instruction to the academic and developmental needs of students. Instructional methods to be applied will include:

Individualized Instruction – Provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving student's understanding and academic standing. Individual pull-out sessions will offer students a more prescriptive opportunity to master deficiencies in TEKS.

Small-Group Instruction – Group-tutoring sessions will allow students to benefit from helping and learning from each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles. Small groups will provide teaching opportunities on specific learning objectives before reintegrating to whole-group instruction (smaller teacher-to-student ratio).

Intensify Response to Intervention (RtI) Acceleration - RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI can result in: More effective instruction; Increased student achievement; Appropriate LD identification; Increased professional collaboration; and Overall school improvement.

Describe the planned staff to student ratios for the proposed sites and activities. The district will ensure that students are supervised by highly qualified individuals (Site Coordinators, Family Engagement Specialist, Parent Coordinator, Tutors, Contracted Partners, and Program Director) at all times with the appropriate student to staff ratio (20 to 1). The district understands that the Community Learning Centers will be targeting a diverse group of students, each of whom will have their own strengths and needs. The district proposes an adaptive instructional process in order to provide students with various manners for processing information to ensure each student learns effectively. By providing a learner(s) with curriculum content through ways other than traditional written text, the district can provide an alternative to the reading requirements inherently associated with processing printed material. Though the most obvious adaptation to traditional "reading" involves a peer or adult reading aloud to a learner, a number of other possibilities exist, through the adaptation of instructional materials. The district will incorporate some of the following strategies:

1. Scaffolding key concepts to be learned;
2. Utilizing teacher presentation cues (i.e. gestural, visual, or verbal) to emphasize key points;
3. Incorporating the use of demonstrations or role play;
4. Getting learners actively involved in the learning process through the implementation of every pupil response techniques (i.e. response cards, thumbs up / thumbs down) or the incorporation of manipulatives for learners' use; and
5. Diversifying the groupings for instruction, so as not to rely solely on large group instruction.

Through these varied instructional methods and through the limited staff to student ratios, the district should reduce the at-risk failure and student drop-out rates.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist will be to develop and coordinate activities for students and parents at the participating campuses within Los Fresnos CISD. The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Principals to encourage family engagement in education and successful student outcomes. The Family Engagement Specialist will focus on developing and presenting parental involvement information and technical assistance across all centers and maintain accurate data relevant to the planning, management, and evaluation of the program.

The following are some of the responsibilities to be performed by the Family Engagement Specialist across all centers:

- Literacy and educational development;
- Build relationships with families and children across all centers;
- Provide problem-solving opportunities and support that will help parents meet the needs of their children's educational development;
- Orient parents in the philosophy, policies, and practices of parental involvement in all grade levels;
- Plan parent education and training programs; and
- Assist in recruitment of program participants and registration procedures.

Through the function and the role of the Family Engagement Specialist, the district should be able to increase the number of services provided to families. This new position will help the district actively and meaningfully engage families in their children's education and opportunities for literacy and related educational development.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of family engagement strategies across all centers:

The Family Engagement Specialist will work closely with the Program Director, Site Coordinators, and Campus Advisory Committees to create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the program. Each activity will include recommended strategies for each center. The Family Engagement Specialist will provide on-going coordination across all centers. The following data will be collected: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of students' use of resources; 3.) student progress towards academic and positive behavior; and 4.) level of satisfaction with the program. The data will be utilized to recruit and retain families. Moreover, the Family Engagement Specialist and Parent Coordinator will review all available data from the Program Director and Site Coordinators along with surveying teachers, students, parents, and administrators to assist in the coordination of family engagement strategies across all centers.

Recruit participant families: The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Parent Coordinator to recruit families by forming a marketing campaign consisting of providing students with flyers to be taken home to their parents, utilizing campus marquees, along with district and campus websites. In addition, the Family Engagement Specialist and district Parent Coordinator will distribute flyers to local agencies that provide services to the targeted families such as: Texas Workforce Centers; Local Family Health Clinics; Institutions of Higher Education; Community-Based Organizations; and Faith-Based Organizations. Recruitment will also take place during early campus registration and "Round-up" activities.

The Family Engagement Specialist, along with the Director and Site Coordinators, will help recruit eligible families and provide family engagement strategies across all centers.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-906**

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. A family assessment based on community needs, parental surveys, and testimonials were utilized to determine the proposed family activities that will address the needs of working families as well as provide them with opportunities for active and meaningful engagement in their children's education. The following activities will be provided at the centers:

Activity	When	Where	Need to be Addressed
Parental Involvement Workshops (Grade level transitions, time management, communication, and redirecting strategies)	Evenings and Summers	At their assigned campus site, administration offices, library, and/or parent center	Parental Involvement and Student Academics
Adult Basic Education, Employment Skills Training, Career Development, Workforce Training, and Career Counseling and Speakers	Day-time and evenings	Workforce Solutions Cameron approved centers, Parent Center, and Campus Learning Centers (CLCs)	Literacy Issues
Parent Leadership Training Program	Evenings and Summers	At their assigned campus site, administration offices, library, and/or parent center	Students Behavioral Issues and Student Academics
Drug Abuse Resistance Education (DARE)	Evenings and Summers		Drug and substance abuse

Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development.

How activity addresses family need	How opportunities allow families to engage in child's education
Parental Involvement	Increase both parent knowledge of academic expectations and parent presence at the campuses.
Unemployment	Increase employability skills; thus, reducing family poverty level to increase resources for students.
Drug Awareness and Reduction	Increase awareness related to drug activities and be engaged in their students' academics.
Family Literacy Issues/Educational Development	Ability to provide academic assistance to their students.

Describe additional resources that will be used to provide family engagement activities.

The district is mandated to provide a 1% allocation towards Parental Involvement activities based on the Title I allocation. Therefore, additional resources from the allocation will be supplemental to the services provided through the 21st CCLC to families.

The district has partnered with First Baptist Church, Texas A&M AgriLife Extension, LFCISD Parental Involvement Department, Adult Basic Education Consultant, Adult Continuing Education to provide parental trainings and workshops for migrants and ESL eligible families.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-906

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-906

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School ParticipationCounty-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **0****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **0**Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)County-District Number or Vendor ID: **031-906**

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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